



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Allowable Uses of Funds – Title II A
School Year 2020-2021

Hawaii Department of Education
ESSA Hawaii Qualified Teacher
Allowable Uses of Funds – Title IIA

Great teachers, principals, and other school leaders (collectively, educators) matter enormously to the learning and the lives of children. The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

ESSA Title II A PURPOSE: “SEC. 2001. PURPOSE. The purpose of this title is to -

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

The Hawaii Department of Education Leadership has prioritized and established Title IIA guidelines to meet the goals and objectives of the Title II A program requirements aligned to the Hawaii Department of Education Strategic Plan.

Any expenditure of Title IIA funds shall meet the requirement for the Every Student Succeeds Act (ESSA) Hawaii Qualified Teacher Allowable Uses of Funds. Any other expenditure is prohibited.

**Title II A
List of Program ID's
SY2020-2021**

Tier One Funds

Program ID	Description
20696	Assistance to NHQ Teacher to become HQ

Tier Two Funds

Program ID	Description
20656	Recruitment and Retention
20657	Targeted Professional Development
20658	Educator Effectiveness System
20697	Professional Development
20698	Support to New Teachers and Principals
20699	Consolidated Title II A Programs

Tier One Funds

<p align="center">Program ID 20696</p> <p align="center">Assistance to Non-Hawaii Qualified Teachers (NHQT)</p> <p align="center">to become Hawaii Qualified (HQ)</p>	<p align="center">Allowable Activities</p>
<p>Under ESEA section 2101(c)(4)(B)(i), SEAs may use Title II, Part A funds to support reform/efforts with the entities that oversee preparation standards and approval, certification, licensure, and tenure in order to ensure that:</p> <ul style="list-style-type: none"> ● Teachers have the necessary subject-matter knowledge and teaching skills in the academic subjects that they teach to help students meet challenging State academic standards (as demonstrated through measures determined by the State, which may include teacher performance assessments); ● Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards; and ● Teacher certification or licensing requirements are aligned with challenging State academic standards. <p>Funds in this category are to assist Teachers and Principals to meet State Certification and Licensure requirements:</p> <ol style="list-style-type: none"> 1. Funds help to support teachers to have the necessary subject-matter knowledge and teaching skills. Funds may be used to pay for professional development and activities that support the Non Hawaii Qualified Teacher (NHQT) in pursuit of meeting Hawaii Qualified Teacher (HQT) requirements. 2. Funds help to support principals or other school leaders to have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; 	<ul style="list-style-type: none"> ● Exam Fees ● Registration ● Stipends ● Content related PD including College Courses ● Travel Expense related to PD ● Substitute Teacher cost

Tier Two Funds

<p align="center">Program ID 20656</p> <p align="center">Recruitment and Retention</p>	<p align="center">Allowable Activities</p>
<p>Funds in this category are to assist complex areas in reducing the chronic vacancies in teacher and school leader positions by:</p> <ul style="list-style-type: none"> ● Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards or schools and complex areas with chronic vacancies ● Efforts to improve equity distribution of ESSA qualified and effective teachers ● School leader training on effective strategies to increase the retention of effective teachers and school leaders ● Incentives for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas or with chronic vacancies. (Note: May require contractual agreement). 	<ul style="list-style-type: none"> ● Training and Support for school leaders ● Materials and registration cost related to recruitment and retention ● Stipends/Incentives ● Contracts ● Travel related to recruiting ● Capacity Building and Calibration

<p style="text-align: center;">Program ID 20658</p> <p style="text-align: center;">Educator Effectiveness System</p>	<p style="text-align: center;">Allowable Activities</p>
<p>Funds in this category are to Support, Design and Implementation of Evaluation Systems for Teachers, Administrators, and other School Leaders.</p> <p>EES funds can only be used for the following purposes:</p> <p>Activity 1: Teachers rated as less than effective -- The Principal may require or provide teachers who are rated as less than effective support including but not limited to peer mentoring; recommended or prescribed course work; or professional development activities.</p> <p>Activity 2: EES Calibration - Administrators regularly review and closely monitor the quality of the EES measures and feedback provided by administrators to ensure they are accurate, fair, impartial, and consistent. The calibration activities strengthen accuracy and inter-rater reliability of the EES measures.</p> <p>Activity 3: Building Capacity - Train Educator Effectiveness System (EES) Educational Officers, resource teachers, and other teacher leaders to serve as trained "experts" in the EES measures to support teachers and administrators.</p> <p>Activity 4: Professional Development to Improve Teacher Effectiveness - Train teachers in their understanding of the evaluation system and how to use evaluation data to improve teacher practice. Resources may require personnel to deliver specific training, attending professional development to improve teacher practice, and/or materials to deliver the Professional Development activity.</p>	<ul style="list-style-type: none"> ● Support, professional development and training for Marginal Teachers ● Substitute Teacher cost ● Stipends ● Contracts ● Travel for EES PD ● Capacity Building and Calibration

<p>Program ID 20697 Professional Development/ Program ID 20657 Targeted Professional Development</p> <p>Professional Development (Teachers, Educational Assistants, Counselors, and Administrators) and</p> <p>Targeted Professional Development for SY20-21 (Limited to the following key focus areas: Advanced Placement (AP), Special Education, English Language Learners, Math and Computational Thinking, Project Based Learning, HIDOE Statewide Conferences, Distance Learning, *Early Literacy, and *Social Emotional Learning (SEL) and *Trauma Informed Care</p> <p>*Must be connected to the instructional design of Distance Learning (TPD8) .</p>	<p>Allowable Activities</p>
<p>ESSA updates the definition of Professional Development, as activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.” (S. 1177, Section 8002, page 295, paragraph 42)</p> <p>Funds in this category are for providing professional development that is evidence-based, to the extent that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to:</p> <ul style="list-style-type: none"> ● Help educators to address and reduce the academic achievement gap. ● Help educators to use distance learning technology and tools for providing distance learning. ● Help educators to address and increase percentage of students that are college and career ready ● Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); ● Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data; 	<ul style="list-style-type: none"> ● Professional Development (workshops, college courses, conferences, contracted services) ● Substitute Teacher cost ● Stipends ● Travel related to PD ● Equitable Services to Private Schools ● Targeted Professional Development (Limited to the following key focus areas: Advanced Placement (AP), Special Education, English Language Learners, Math and Computational Thinking, Project Based Learning, HIDOE Statewide Conferences, Distance Learning, Early Literacy, and Social Emotional Learning (SEL) and Trauma Informed Care.

- Effectively engage parents, families, and community partners, and coordinate services between school and community;
- Help all students develop the skills essential for learning readiness and academic success; including activities that increase educators abilities to effectively teach children with disabilities and learners and English learners.
- Develop policy with school, local educational agency, community, or State leaders;
- Participate in opportunities for experiential learning through observation;
- Professional Development for Equitable Services to Private Schools

Funds in this category may include purchase or access to professional development that is delivered or accessed via technology such as online courses, threaded discussions, video tapes, digital learning and virtual conferencing.

Funds may be used to pay for college courses, workshops, professional conferences, exams, and costs related to attending and preparing for that professional development such as tuition, fees, registration, substitute costs, release time, stipends, travel and other expenses related to the professional development.

Conferences are allowable when they are part of a comprehensive professional development plan and costs are reasonable and necessary for meeting an established need. Consideration should be given toward requiring conference participants to provide turn-around training to colleagues that should involve meaningful training sessions or professional learning community (PLC) types of activities.

<p style="text-align: center;">20698 Support to Teachers and Principals</p>	<p style="text-align: center;">Allowable Activities</p>
<p>Support to Teachers and Principals</p> <p>Funds in this category are to pay for sustained, intensive, job embedded professional development for:</p> <ol style="list-style-type: none"> 1. Teachers as part of a program of support to new teachers in their first three years of employment, including mentoring and induction programs. 2. Principals and vice principals in their first three years of assignment and for principal interns and aspiring principals in CISL and other principal preparation programs. <p>Activities Include:</p> <ul style="list-style-type: none"> ● Career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support; ● New teacher, principal, or other school leader induction and mentoring programs that are, evidence based to the extent such evidence is reasonably available, and designed to (a) Improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (b) increase the retention of effective teachers, principals, or other school leaders. 	<ul style="list-style-type: none"> ● Induction and Mentoring ● Coaching of teachers, principals, and other school leaders ● Leadership professional development and training ● School Improvement development and training ● Professional Development (Includes CISL, TLA, workshops, college courses, conferences) related to the support and development of new teachers, principals, and other school leaders ● Substitute Teacher cost ● Stipends ● Travel related to PD ● Curriculum Alignment and Assessments

20699 Consolidated Title II A Programs	Allowable Activities
<p>Funds in this category cover other Title II A Program required and/or allowable activities and Technical Support.</p> <p>For Complex Areas: All Salaried FTE will be paid from this program ID</p>	<ul style="list-style-type: none">● Employee Salary(s)● Fringe Cost● State Office use for compliance, monitoring, technical support and other allowable uses.